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ABSTRACT

This compilation of articles from newsletters issued by the ERIC Clearinghouse on Early Childhood Education, (January 1971 - December 1972) includes a wide variety of topics such as: teachers' developmental stages, family day care in Pasadena, television violence, children's altruistic lying, and the Home Start program. Also included is a complete list of ERIC clearinghouses. (ST)

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ENCORE

FALL 1973

A SELECTION OF ARTICLES FROM ERIC/ECE NEWSLETTERS (Jan. 1971-Dec. 1972)

ERIC/ECE
805 W. Pennsylvania Ave.
Urbana, Ill. 61801

In This Classroom They've Got Rocks In Their Heads!

Amy's collecting bag is almost full when she sees the big chunk of rosy granite. After much deliberation she tosses out three smaller stones to make room for it.

"They looked so *pretty* in the water — and now they're dry and they're just ordinary old stones!" Ruth is disappointed until Jim suggests that she could keep them in a jar of water.

"Who's got the fossil book?" Peter thinks he's found a crinoid, but it's bigger than other crinoids he's seen.

By the end of the field trip, every boy and girl in the class has picked up a whole bag full of rocks and stones that for some reason are *interesting to him.* (And learned some math, physics and geology in the bargain.) Now it's up to the teacher to make the most of each child's treasures and enthusiasm.

"You can teach just about everything by starting out with stones," says Sylvia Hucklesby, an experienced teacher from England who has taught in the modern British Infant Schools and is a staunch advocate of open education.

"Maths, science, history, art, geography — any of the organized disciplines children need to learn in school — can be related to their own specific interests," she says. "A rock collection, for instance, could generate a whole year's curriculum."

In a paper prepared for ERIC/ECE which illustrates how a teacher can use a nature walk to produce a large amount of readily accessible learning material, Mrs. Hucklesby starts off with concrete examples of how rocks and stones can be used in math activities.

Math is a good subject to begin with, since there are countless ways of using rocks and stones to illustrate or strengthen mathematical concepts. Here are just a few starters:

Seriate: Have the children lay out the stones in order of size (smallest to largest), color (lightest to darkest), shape (flattest to roundest).

Count: Separate stones into sets by color or size and put each set on a separate paper plate. Count the number of stones on each plate and make a card for each plate showing the number of stones.

Weigh: Compare weight of rocks to other rocks, and to materials such as wood, sand, water, metal objects. See how many small stones it will take to balance a larger one.

Estimate: Try to guess from their size how many stones it might take to fill up a glass jar, or to make a stone "path" across one corner of the room.

Measure: Use a tape measure to determine length, breadth, circumference of different rocks. (Talk about a "stone" as an old unit of measurement.) Make a crayon mark on a large stone, roll it along the floor, and count the number of times the crayon mark reappears — a way of measuring length.

Rocks and Science

The study of rocks is a natural jumping off place for studying science.

Identify: Look up in rock book. Make labels if you can identify.

Rocks and water: Do rocks sink or float? (Experiment with different sizes and shapes.) How much water does a rock displace? (Measure the spill-over.) Compare the weight of a cup of sand and a rock which displaces an amount of water equal to that displaced by the sand. Notice how shiny wet rocks are. Why? How does water change the shape of stones?

Rocks and fire: With tongs, hold rock in a candle flame. Does it burn? Make pretty colors? Turn black or crumble? (Experiment with different rocks.)

Rocks and motion: Discuss ways of moving large rocks (lever, crane, pulley, etc.) Talk about how the pyramids and other ancient buildings were constructed, contrast with modern mechanized building methods.

Geography and geology: What is the earth made of? Talk about different kinds of rocks and how they were formed, about the Rocky Mountains, about what makes a valley, landslides, river beds, erosion. How can rocks give clues about the past? (Fossils, arrowheads, etc.)

Human uses for rocks: Talk about (or suggest projects involving) Stone Age tools, making fire with flint, weapons (throwing, arrowheads, sling shot, catapult), counting stones (used by shepherds to keep track of sheep), building shelters and houses, extracting metals from rocks, coal for power and heat, sand and gravel for roads, precious gems for decoration and jewelry, stone fences, chalkboards, stones in fish tanks, etc.

Language Arts, Too

Expressions involving stones: Start with some of these and let the children think of other sayings, stories, and poems about stones. "A rolling stone gathers no moss." "People who live in glass houses shouldn't throw stones." "A stone's throw from here," "rock bottom," "stone cold," "stone deaf," "heart of stone," "kidney stones," "stoned," "gravel-voiced." Tell the story of "Stone Soup," tell how the Little Red Hen filled the bag with stones to fool the fox, tell about the Gorgon's Head, David and Goliath, etc.

Famous rocks: Plymouth Rock, the Rock of Gibraltar, Stonehenge, Mt. Rushmore (presidents' faces carved in stone), "Rock of Ages," prehistoric cave paintings.

Creative activities: Have children try writing poems and stories about some aspect of rocks. Make a rock collage (glue small stones to background). Paint stones with bright colors, use as paperweights. Make ladybugs, beetles, animals from stones, paper, pipe cleaners, etc. Paint faces on stones. Make stone prints.

Vocabulary enrichment: Inspection and comparisons of stones provide a good opportunity to increase vocabulary. Describe shape: round, flat, square, triangular, pointed, top, bottom, wide, long. Color: pale, light, dark, speckled, striped. Size: small, large, wide. Weight: heavy, light. Comparatives: heavier, longer, lighter than. Texture: hard, soft, rough, flaky, crumbly, rounded. Let children feel the rocks in a bag and try to guess the color as you say, "find me a white rough rock, a yellow sharp pointed rock, a black smooth rock."

Movement: All children will enjoy doing these pantomimes: fall like a rock, carry a heavy bucket of rocks, move a big rock, walk on a rocky river bed through water, walk with rocks in your shoes, stumble, slip, stub your toe, climb a rock face and feel for hand and foot holds in solid rock.

You Use What's Handy

Mrs. Hucklesby's outline also includes activities which could be planned around collections of sticks and plants. But the value of her outline is not so much in the specific details she gives as in the principle she illustrates so clearly: that of relating readily accessible materials children are interested in to the organized disciplines which they need to learn in school.

Although children in some city schools may not have as much opportunity to collect leaves and stones, they can apply the same techniques with other more available materials. Buttons, seeds, bottlecaps, cereals, pieces of cloth, and many kinds of junk materials can be used for sorting, counting, weighing and art activities, and as starting places for discussions of where objects came from, how they were made, and what they are used for.

Titled *Opening Up the Classroom: A Walk Around the School,* Mrs. Hucklesby's complete paper is available for 50¢ (#1300-14) from the University of Illinois Curriculum Laboratory, and through EDRS (ED 053 817, 12p.).

For information on how to order ERIC papers with ED numbers, see back page. Also on the same page are instructions for ordering papers and bibliographies available from the University of Illinois Curriculum Laboratory.

Pasadena Project Gives New Status To Family Day Care

"I'm not just a babysitter . . . I'm a day care mother . . ."

This is how one of the 22 mothers hired as a consultant in the Pasadena, California family day care project sees herself. And her feeling of pride and responsibility is typical of the other mothers who participate in this exploration of neighborhood family day care conducted by Pacific Oaks College under a grant from Children's Bureau/Office of Child Development (OCD).

An informative, readable report of the Community Family Day Care Project, titled *I'm Not Just a Babysitter,* can be ordered for $3.00 from the Day Care and Child Development Council of America, 1401 K Street, N.W. Washington, D.C. 20005 and is available through EDRS (ED 056 758, 217p.). The report describes in detail (relying heavily on tapes, logs and notes) the real situations faced by the family day care mothers, field demonstration assistants and staff as the project evolved.

"We believed that small personal neighborhood family day care programs might provide a setting more appropriate for the care of young children than a larger center program," explains June Sale, project director.

"By offering resources directly to the neighborhood, by hiring neighborhood family day care consultants and by helping to increase the quality and number of day care opportunities for families," she continues, "we hoped to demonstrate means by which existing small group services could be supported, increased and improved."

No attempt was made in the Project to develop a model for working with family day care mothers. But the Project report describes patterns, concerns, problems and solutions common to family day care and suggests broad guidelines for others who might wish to adopt parts of the program in their own communities.

First step in launching the project (after finding convenient headquarters in a shopping center) was to recruit the consultant family day care mothers. Staff members used a variety of approaches to identify women in the selected neighborhood (a low income area of Pasadena) who were already providing care for children of other families.

They talked to grocers, church leaders, men and women from various social service organizations. They contacted licensed day care mothers in the area and women who had signed up on the shopping center bulletin board as being available for babysitting. Staff members, together with students, walked the neighborhood surrounding the center and knocked on every likely door within a three-block radius.

A Bonus for Mothers

To questions such as "What's in it for you?" and "What do you expect from me?" and "What's in it for me?" the staff had ready answers. Among the visible, concrete benefits they had to offer were these:

- Each day care consultant would be paid $10 a month for attending one meeting at the Center (along with four or five of the other consulting day care mothers) and keeping the staff aware of the day care situations existing in the neighborhood.
- A Pacific Oaks student would work in the day care consultant's home two mornings a month: once as a student (with the mother acting as instructor) and two days later as a substitute for the mother while she attended the monthly group meeting.
- A toy-loan mobile unit would provide toys and equipment, books and records for day care mothers to borrow.
- Pacific Oaks would provide the services of a nursery school one or more mornings a week for those mothers who would welcome a respite during the day. (This was possible through cooperation with the Mother's Club, a multi-sponsored community project offering a nursery school experience for children while their mothers attended classes in the same building.)
- The staff would act as a catalyst for exchanging ideas and concepts that day care mothers might find useful, passing along one mother's successful ideas to others.
- Staff members would offer help to mothers who wanted to become licensed day care mothers but were not sure how to go about it.

Childrearing Styles Differed

The family day care mothers hired as consultants were alike in many ways, particularly in the sense of responsibility they felt in caring for other people's children. But their philosophies of child rearing differed. Some mothers were permissive, offering a flexible routine based on individual children's needs. Others fitted the "friendly but firm" category; a third group of "authoritarian" mothers geared the routine to their own schedules, set up rigid rules and demanded conformity, and used corporal punishment to enforce the rules.

The consultant mothers represented wide variation in age (from 20 to 69) and ethnic background (black, white, and Mexican-American). More than 77% were from working class or lower middle class families. Nineteen of the mothers had husbands, most of whom enjoyed their contacts with the day care children. All the consultant mothers frequently took the children in their care on trips around the neighborhood — to the park, the stores, library, fire station, etc. Pets were part of the family in more than half the day care homes.

Most day care mothers charged according to what the parents could afford. The average fee was $15 to $20 a week per child on a full-time basis, although the range was from $7.00 to $22.50. (None of the mothers had formal contracts with the parents.) When more than one child from the same family attended the day care home (as frequently happened) a sliding scale of payment was usually established. Fees also depended on the age of the children (higher for infant care).

Round-the-Clock Service

The flexibility of the family day care home is one of its greatest assets. Some day care mothers will take children on weekends, swing shifts, and at odd hours impossible to arrange for at most group centers. Another important plus for family day care: the majority of children (72%) lived less than two miles from the day care home, and 46% lived within walking distance.

Once a month, each day care mother came to the center for an informal meeting with the director and assistant directors of the project, one of the students, and several other day care mothers.

"Each of the center meetings seemed to have a life and personality of its own because of the unique and varied experience of its participants," the project director reports. "Each group determined its own direction, and the staff attempted to respond to the needs raised." All the group discussions were recorded on tape.

"I'd like to know what you do with the bad-tempered ones," one mother might start off. (Discipline came up at almost every meeting.) "What about fussy eaters?" another would ask later. Mothers discussed their experiences — successes and failures — with feeding, weaning, toilet training, care of sick children, daily routine, moral training, helping aggressive or shy children, relations with parents. (Excerpts from these discussions lend flavor and realism to the report.) At several of the meetings, mothers helped the staff develop "A Check List for Ingredients for Good Child Care," a pamphlet later printed and distributed for field testing. Another

by-product of the meetings was a weekly evening class (requested by mothers) on children's growth and learning.

Students Sub for Mothers

No recipes or handbooks were available for the six field demonstration assistants (four women, two men, all students of Pacific Oaks) who played a difficult but vital role in the Project. They were hired to work 12 hours a week (four hours each Monday and Wednesday morning in a family day care home and four hours each Wednesday afternoon at a seminar and debriefing session) for which they received practicum and course credit. Each of the students was involved with the same four mothers throughout the year, and was expected to keep a log of each visit to the home.

All the students had had some previous experience with young children — but in a well-equipped, child-focused, generously staffed nursery school, not in a family-style day care home.

"I would not put a child in a family day care home," one of the assistants stated shortly after the program began (in September 1970). "All children should be in the center . . ."

But the following month he commented that "kids have a lot of freedom in their limits. They are very spontaneous and creative . . . They build houses and tents out of chairs and coats and they play monster . . ." By April, 1971 the same student was extolling the virtues and potential of family day care as a learning environment.

Needed: Good Judgment

Staff members tried to define the duties and roles the students would be asked to play, emphasizing the need for "good judgment and an open mind" and acceptance of the day care mothers' different life styles and value systems. All the work of the students was continually analyzed and assessed, and staff members were ready to talk to a student not only on the alloted Wednesday afternoons but any time the student felt the need to unwind and talk about problems or triumphs. Typical problems are expressed in excerpts like this one from student logs and minutes of student meetings.

"Mrs. D. apparently doesn't care too much about her yard," commented an ecology-oriented student who resisted an impulse to start a "pick-up paper" game in one day care mother's cluttered yard. "But she really cares about her children." The student realized that if she started tidying up the yard she would be imposing her values on the day care mother.

Day care mothers and students related to each other more as colleagues as the Project continued: "You can learn a lot from the students because they are up with the times," one mother said. "I learn from her — but she is learning some good things from me, too."

Extras Proved Popular

In addition to the monthly meetings at the center, home visits by assistants, use of the Mother's Club facilities, and the toy loan, a number of supportive services proved useful and will be continued:

- A library story hour held weekly at the Project office.
- A health and welfare referral service for day care mothers.
- A referral service for working mothers in need of day care.
- A monthly bulletin edited by one day care mother and translated into Spanish by another.

An evaluative study (in which trained observers visit a selected sample of family day care homes) is now underway, and it is hoped that the study might lead to development of a method of predicting a fit between specific types of child care environment and specific children with varying needs.

At the end of one full year of work with family day care mothers, the staff is convinced that family day care can provide the dimensions necessary for children's healthy growth and development. They found the vast majority of day care mothers "warm, giving women who care deeply for the children in their care." And they urge that family day care be given "the support and status it deserves."

Promising School Practices for Mexican Americans contains information about nearly 70 special programs used with bilingual children in the Southwest. This publication of the Southwest Educational Development Laboratory, 800 Brazos, Austin, Tex. is available through EDRS (ED 064 003, 262p.).

Does TV Violence Really Affect Kids?

Does exposure to aggression in cartoons, movies and simulated television programs increase children's willingness to engage in behavior which might harm another human being?

Yes, under certain conditions. This was the finding which reappeared constantly in each of four separate studies conducted recently and discussed in a paper, *Effect of Symbolic Modeling on Children's Interpersonal Aggression* (ED 054 852, 27p.). The paper was written by Robert M. Liebert, State University of New York at Stony Brook, and Robert A. Baron, University of South Carolina.

Earlier studies had shown reliably that children could reproduce with great fidelity — if asked to — novel kinds of kicking, hitting, etc. they had recently witnessed on film. And there was already clear evidence that young children exposed to a live or filmed aggressive scene, then placed in a free play association, showed much greater interest than children not exposed to the scenes in play activities such as punching inflated clowns and striking stuffed animals. But the four studies described in this summary were directed at exploring the effects of aggressive models on children's aggression against a *human victim.*

In one of the studies reported, a 2½-minute film depicting physical and verbal aggression against a human clown was shown to a group of preschool boys. Another group was not shown the film. Half the boys in each of these two groups then were permitted to play in a room containing a mallet, a toy gun and a plastic clown, the remaining children in an otherwise identical situation in which a *human* clown replaced the plastic one. Results showed that:

- More aggression occurred against the inanimate than against the human victim.
- Physical aggression directed against the human victim occurred *only when the children had seen the aggressive film.*

Another study was designed to determine what effects exposing children

to scenes of aggression (taken directly from actual television programs) had on their subsequent willingness to hurt another child (in a simulated game situation). Subjects were 68 boys and 68 girls ranging in age from five to nine. Children in the experimental group saw a 3½-minute excerpt containing a chase, two fist-fighting scenes, two shootings and a stabbing, while the control group viewed a lively sports competition sequence. Children who had observed the aggressive program later showed reliably more interpersonal aggression than those who had observed the neutral program.

In all four studies, children exposed to symbolic aggressive models regularly tended to behave more aggressively than the control group, despite the fact that the aggressive sequence in each study always lasted less than four minutes.

The authors raise a number of questions not answered by these studies which they feel should be investigated, especially in view of the increasing amount of time children spend watching television:

- Do the effects of observed violence upon children's behavior vary as a function of the length and plot of the observed sequence?
- Will the observation of aggressive scenes produce greater effects on the behavior of young viewers previously subjected to anger arousal?
- What particular types of modeled aggression (gunfights, war scenes, fist fights) are most and least likely to have such effects?
- How long will the influence of symbolic modeling last, and is the effect cumulative?

According to the authors, the most important question is this: *What sorts of televised sequences will reduce the probability of interpersonal aggression?*

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Now there are Spanish versions of two handbooks from Parents as Resources (PAR): *Recetas Para Divertirse (Recipes for Fun)*, activities for young children, and *Procedimientos de Taller (Workshop Procedures)*, a manual for use in workshops for parents. Orders should be addressed to Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005. Each booklet costs $2.00.

Group Care Hasn't Harmed These Babies

"If our babies, instead of spending six to nine hours a day in the Nursery Center, were at home with their mothers, what kind of 'good life' might they be enjoying?"

This was one of the questions Dr. Mary Elizabeth Keister, director of the Demonstration Nursery Center in Greensboro, N.C. and her staff asked themselves as they worked out the model for their program for infants and toddlers.

In their daily program they tried to combine the best elements found in a good nursery school with the special advantages offered a child in a good home — attention from people who will "lean over his crib and smile and talk to him — tirelessly retrieve toys and play pat-a-cake and peek-a-boo, and communicate their enormous delight over his developing skills of creeping, standing, walking, adding words to his vocabulary . . ."

A review of the staff's experiences in establishing, operating and evaluating this OCD/Children's Bureau-sponsored Center is available through *RIE* (ED 050 810, 72p.). The report gives helpful details as to what is required in providing quality care to a group of babies — in terms of housing and equipment, food, supplies and services, ratio of adults to children, daily program — and what it all costs.

A primary objective of the Nursery Center project was to demonstrate whether or not care of infants in groups is detrimental to their development.

Focus: Middle Class Families

"It would be relatively easy to show that babies in a quality group program developed as well or better than babies in a poor, 'deprived' environment," Dr. Keister points out, explaining why the project focuses almost entirely on middle class families. The staff searched for a comparison "home" control group of babies and toddlers that could be considered as "stimulated" or "advantaged" as the group at the Nursery Center which was getting the best program the staff could provide.

The evaluative part of the project involved repeated measures of physical, mental, motor and social development on 15 pairs of children from middle class homes. The children were matched on sex, race, age at entering the project, and somewhat less exactly on birth order and age and education of the parents. The pairs were not matched on the basis of beginning scores on any of the testing measures.

Few significant differences were found between the two groups on any of the measures, and those differences which were significant favored the Center children.

"But this does not mean that we can conclude that it is quite acceptable to serve infants in group care," Dr. Keister emphasizes. "Babies may *not* be expected to thrive in a group situation unless very special provision is made for individualizing the care they are given."

Children Touch, See, Explore, in New-Look Museums

If you still think museums are stuffy silent places where anxious guides herd young children along and constantly caution them not to touch, you're just not up-to-date!

Museums are definitely coming out of mothballs — and educators are realizing that even a small museum run on a shoestring budget can do a first rate job of helping with the care and feeding of children's curiosity.

We've been collecting notes on museums which feature programs geared just for children, and we'll report here on a few interesting ones we happen to know about. Some of these programs are run as adjuncts of long established, amply-funded city museums and offer dozens of special classes, workshops and permanent exhibits. Others are sponsored by the public schools and consist of two rooms in a school basement or a traveling collection of movable exhibits loaned out to schools in the area.

But regardless of size, each program emphasizes *active participation of the children,* not just the passive observation customary in the past.

At New Visions, an art museum for children run by the Dayton, Ohio public schools, children are encouraged to take part in a wide variety of activities which lead them to explore artifacts of contemporary society as well as those of past and unfamiliar cultures.

Children's comments to staff members indicate how they feel about the museum: "We got to touch everything!" "I liked it when you gave us the five senses test." "My favorite part was wearing ankle bells and dancing to the Indian drum." "I liked looking through the psychedelic glasses." "Indians sure were smart." "I wish I could come here and live."

"We try to help children learn to use their five senses to become more aware of themselves and their world," says Martha Bains, former art supervisor (now retired) of the Dayton Public Schools. She helped set up the original museum nearly six years ago in two rooms of a cold damp basement of an inner city elementary school and has seen it grow into a nationally recognized program. Reports on the New Visions program are available through EDRS (ED 045 183, 82p. and ED 052 820, 159p.).

Now for All Children

The museum was originally funded through ESEA Title I and for the first several years was available only to economically disadvantaged children. Now it is supported by the Dayton Board of Education and *all* children in the public schools can participate in the program.

Housed now in Edison School, 228 North Broadway, Dayton, the museum is divided by six-foot high shoji screens into two separate areas, the ramp area (where exhibits are displayed), and the maze area (where children are introduced to a wide variety of sensory experiences).

Visitors walk along the ramp which starts in one corner of the room, continues along the long side of the wall and curves around the far corner. They can closely examine exhibits displayed at eye level and also look down on three dimensional objects.

The museum owns seven different exhibits but has space to show only one at a time. Exhibits are: American Indians, Oriental, Changing Faces (masks), Contemporary Art, African, Color and Sound, and Appalachian.

Artifacts for each exhibit were chosen for their interest to children and for their high aesthetic quality.

The Atmosphere's Electric

If the exhibit happens to be Color and Sound, the children do their exploring in an exciting atmosphere where electronic music pulsates, bright lights flash and a mirrored revolving ball casts reflections of colored light on contemporary objects.

When the Appalachian/Southern Highlands exhibit is featured, there is authentic dulcimer music in the background as children (wearing handmade sunbonnets and aprons if they want to) can see and touch such handcrafted items as apple and cornhusk dolls, wood carvings, weavings and pottery. They'll also each have a turn at grinding coffee and playing a few notes on a dulcimer.

After this free exploration time, docents (tour leaders) invite the children to sit around in a semicircle on floor cushions and ask questions or comment on the exhibits they're most curious about. The carefully chosen docents have a special knack for drawing out the shy child — classroom teachers are frequently surprised to see children who almost never speak in class talking easily to a docent.

On the maze side of the museum children are introduced to all sorts of sensory experiences (many planned to tie in with the exhibit on the ramp side). They can admire themselves in Indian dress in a three-way mirror; look through color paddles, magnifying glasses, trick lenses; reach their fingers into a "feeling box" and try to identify objects inside; guess what kinds of bells, noises, instruments they're hearing on tape; figure out while blind-folded what the docent is touching to their tongues (lemon slice, salt, hard candy) or holding in front of their noses (fresh-ground coffee, vanilla, cinnamon). The visit ends with a puppet show geared especially to the exhibit.

Tucson's Classroom Museums

Humani-Tease is what the art department of the Tucson Public Schools calls its museum-in-the-classroom program — designed to provide stimulating, visually appealing materials which will "inveigle or tease the student into further curiosity or involvement and ultimately into some kind of research."

"Our program started when the art department realized that it was impossible — with a staff of just five people — to give several thousand children in more than 1,000 classrooms any real exposure to the rich world of art," says Dr. Nik Krevitsky, director of art.

"We believe that learning can be extended or motivated through direct experiences, or exposure to actual things," he explains. "By providing well-designed mini-exhibits on a wide variety of subjects, we hope that children might at least encounter some material which could give them an experience with color, form, and design while informing them about a particular subject."

The art workshop of the Tucson Public Schools produces several different kinds of materials for use in schools and classrooms: large portable interest centers (most often used in school libraries), ethnic kits and small tabletop interest centers.

The ethnic kits are simple collections of material (some mounted on panels to fit cases of various sizes) which might include photographs, original art or folk crafts, items of clothing, tools, filmstrips, recordings, musical instruments, pamphlets and books. Kits are *not* planned for specific grade levels or curriculum units — they can be used just as effectively in high school as in first grade.

More than 50 portable interest centers (consisting of several large folding screen-like sections — 3′ x 6′ x 6″ when folded) are now available on such subjects as The Bird in Art, What Is Blue?, Masks, Music.

The table-top interest centers are light-weight wooden boxes (with handles to make carrying easy) which flip open to reveal plastic-enclosed exhibits on various subjects. Each box (12″ by 12″ x 18″) has space for a collection of small three-dimensional objects and related written material.

Also available for circulation are media kits, designed to reinforce the study of various art techniques (sculpture, ceramics, collage, etc.) in the classroom, and experience kits (for elementary teachers particularly) on such objects as insects, wind, etc.

Completed exhibits are delivered (along with relevant materials including books and pamphlets) to the Educational Materials Center (1010 East 10th Street) where they are stored, catalogued and circulated. Each Tucson school gets a resource book (periodically updated) which lists names and contents of each kit and exhibit.

Progress Report from Texas

A group of energetic teachers in Fort Worth, Tex. started a small museum in one room of an elementary school in 1939. Their modest project has grown into the Fort Worth Museum of Science and History (1501 Montgomery), now one of the largest museum schools in the country. The museum school offers more than 410 classes and workshops a year to over 6,000 enrolled students and provides many levels of curriculum-coordinated school tours.

The museum maintains a planetarium and exhibit halls on Texas history, medical science, man, geology-paleontology, live animals and natural history. Loan collections of insects, reptiles, birds and small mammals are available for classroom use. But one of the most unique programs at the museum is the natural science-oriented program for three-to-five-year olds. More than 700 preschoolers participate yearly in classes which meet once or twice a week in four large classrooms where the emphasis is on "learning through exploring, experimenting and giving creative expression to their ideas and feelings." Classes naturally make maximum use of all the museum exhibits and collections.

Facts Last in Brooklyn

The Brooklyn Museum (Eastern Parkway, Brooklyn) offers programs for children during and after school, and on weekends and holidays. Recently it has inaugurated a new experimental program in which a school class (first grade through 12) can spend an entire day at the museum once a week for four or six weeks. Before the first visit, a staff member from the Museum's education department meets with the teacher and the class to work out together the kind of program they would like to have.

There are no formal lectures — emphasis is placed on the active participation of the student.

"Facts come last," says Linda Sweet, coordinator of school services, "and then only when the children have begun to request them. Children learn about the museum collections by interpreting the objects through dance, mime, poetry, theatre and their own art work."

Boston's "Do-Touch" Museum

Oldest and probably the best known museum program in the country for children is the Boston Children's Museum (another "do touch" museum) founded in 1914 and located at Jamaicaway, Boston.

Program themes in the visitor's center change every four to six weeks, and always allow for children's participation in related activities. When the theme *Fiber* was presented, children not only could see and handle a wide variety of samples of fibers and materials, but also could try their hand at weaving, hooking and tieing. During the *Sounds* exhibit kids could pick up and try out some of the unusual instruments displayed, then work at putting together their own instruments out of scrap materials provided.

In a special summer workshop program, each child could select his favorite of six exhibits on display, then return to a particular area on a regular basis to study in depth with others interested in the same subject.

One of the newest and most popular facilities of the museum is *Recycle* (housed in the Teacher Resource Center) — a treasure trove of industrial by-products, surplus materials and manufacturers' rejects: rubber, foam rubber, plastic, metal, cardboard, fabrics, etc. Workshops held at the Center for parents, paraprofessionals and teachers explore new uses for old materials, and free curriculum guides give ideas for using recycled materials.

Schools, day care centers, camps or other groups can become members (50 cents per person for a five-month period), and during this time group leaders can load up with as much material as they can use as often as they want to. (Individual memberships are available for $5.00.)

Great Oaks from Tiny Acorns

If your community doesn't have a discovery type of museum program for all children, including preschoolers, why not think about starting one? As we've tried to show here, some of the most successful museums have started small — don't be put off if you're richer in ideas than in money. Your local library, parent-teacher groups, businessmen and service organizations might be potential sponsors.

Start off with an empty room or two. Enlist the help of science classes in organizing and labeling specimens of plants and rocks they collect in the area. Borrow the *Recycle* idea from Boston and exhibit some of the most creative results. Persuade parents and grandparents to lend items they've brought with them from other countries. Talk an art teacher into arranging a display of student work and planning a sandpainting workshop for first graders with sixth graders as teachers.

And keep in mind the whole point of the museum: the care and feeding of children's curiosity.

Lists Publications About Day Care

A free listing of selected day care and child development publications (updated periodically) is available from the Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005. Some of the items are published by the Council, some by other organizations.

Help from a Pro: Good Ideas to Try With Preschoolers

Betty Van Wyck, who is now director of The Children's Center, St. Louis Child Care Services, Biddeford, Me., stopped at our ERIC/ECE booth at a recent NAEYC convention. During our conversation she mentioned that before she moved to Biddeford she had been putting out a newsletter called *Recent Research — Our Views* for a research project funded through the Portland, Me. Model Cities Project and the State Department of Health and Welfare and sponsored by the Bureau of Human Relations Services of the Catholic Diocese in Maine.

Her aim, she told us, was to pass along (in simple, readable form) some of the ideas and insights on child development she'd gathered from reading research articles and attending conferences, and from her own experiences in working with children and staff members at different centers for young children.

We are presenting here excerpts — somewhat edited and shortened for

space reasons — from several of her newsletters.

Do You Come in Clear?

"OK, everyone, time to pick up now!" "Go get your boots, they're over there." "Better watch out, you might fall, your shoe is untied."

Did you ever realize that most three-year-olds aren't able to receive and act upon messages like these? To a small child, "everyone" means somebody else, "over there" means anywhere at all, and "watch out" is a phrase without meaning.

Better say, "John, let's you and I pick up the blocks now." (That's a direction John can easily understand.)

"Mary, see your boots? They're under the table." Then when she seems to see them, you can add, "Good, you found them, now you can put them away."

"Come here Billy, I'll tie your shoe," is a receivable direction, while "Watch out, you might fall, your shoe is untied" may be just background noise for the very young child.

If the danger is a real one and the child needs help or direction, then a clear, "Peter, stop right there!" can be acted upon by the child and enforced by your action. "Caroline, hold on with both hands," is a much clearer message than "Be careful, you might fall if you don't hold on better than that."

The three-year-old needs a great deal of action along with the words. He needs to be spoken to directly and individually, not as one of the crowd. He is not yet ready to grasp a general comment, and responds best to very simple, specific and soft-spoken directions.

I Can Do It!

Ever notice how pleased a small child is at being asked to do a "real" job?

Just for one day, keep a sheet of paper in your classroom and jot down all the jobs teachers and aides do. Look at the list carefully and critically. Could a child do one of these jobs sometimes? Usually? Could you rearrange the room or provide materials so a child could do it well himself?

Don't leave out more formal teacher directed activities, either. For instance, a five-year-old can read a story to two three-year-olds. A child who knows his colors can help another child match a set of color cards or an older child can put a record on the record player for a younger child.

Other jobs children can do: dampen the sand in the sand box, vacuum the rug, set the table, sponge off the tables after eating, help younger children zip jackets or tie shoes.

Fieldless Field Trips

A walk upstairs with a friendly adult to ask the janitor for a roll of paper towels is an important field trip to a small child. Walking with an aide through the offices in a large day care center (listening to all the sounds and looking for their sources) can be satisfying for a group of two or three four-year-olds.

For small children, the most successful field trips are short ones — with just a few children — to familiar places. Almost every time an adult goes somewhere, a child can go along, too. (The child who spends all day in a center *especially* needs little breaks like this.)

Think of your own building and the possibility of field trips into the world of real work: to watch the secretary type, the janitor wash the floor, the cook make biscuits. Let a few children watch from time to time when there are repairs or renovations going on in the building. The arrival of a delivery truck and the unloading of sand or cartons is interesting for children.

Take a walk around the school and look for high buildings and low buildings; ask the children to point out everything they can see that's blue; compare rough and smooth surfaces, etc.

All field trips take advance planning by adults if they are to be good experiences for children — but remember, there's no reason a field trip has to be for the whole group. Sometimes the most enjoyable field trip for a young child is the one he goes on all by himself — with a willing aide or volunteer.

Ecology for Children

Children are natural environmentalists. "What's that?" they ask. "Where did it come from?" "Where did it go?" "What happens to it?"

We can build on this curiosity and help children learn to enjoy and take care of the world we all live in.

Start with what is closest to the children — their own trash, their own food, their own yard and building and neighborhood. We can talk about smog on a day when everyone can see it outside. We can watch the chimneys across the street giving out black smoke. We can watch the garbage truck picking up the trash, and we can drive out to the dump with a few children to see what happens to the trash there. We can talk about what happens when the toilet flushes (where does it go?), answering kids' questions simply and matter-of-factly.

We can grow some food right in our room in a big wash tub or in the yard outside. We can take the children to visit a beach or playground that's so badly littered that it's no longer a good place to play, and then make a point of regularly picking up litter from the classroom floor and playground and from the beach where we do go to play.

We can read aloud *The Little House* (Virginia Lee Burton) which illustrates graphically the process of the growth of a city (as it creeps out and surrounds this little house). Then we can talk about the growth of the children's own town or city and point out that the continued growth of urban areas makes it more important than ever to take good care of the green spots.

By taking children out to see the real world (rather than just teaching them about trees and animals and birds from flash cards) we can help them become more aware of the world around them and how they can influence it.

Needed: All-alone Places

When we plan for children in groups we think carefully about how to help them get along together. But perhaps we don't always plan quite so well when it comes to providing places where children can find a little peace and quiet all alone.

We can't all build new private places into our classrooms. But we can occasionally throw a blanket or sheet over a table; we can look for a couple of big cardboard boxes to be quiet hiding places; and we can arrange an out-of-the-way corner next time we change the room around. We should keep in mind that children need — just as we do — some quiet times alone.

Walking the Time Line

One way to help very small children begin to realize what we mean by yesterday, today, tomorrow, this afternoon, next summer and so on is to make a "time line."

You might start out with a time line that's for only one day — marking the hours and events of today on it. Later on you might make a time line for a week or a month.

I once made a time line for a group of children whose ages ranged from two-and-a-half to five. I marked it in months and days and years, extending it back beyond the date the oldest child was born and ahead one year from the present. I laid it on the floor. It was folded and made of heavy paper and when a child asked "What's that?" I invited him to walk along it and see.

"Let's start right here, where today is — it's Monday, August 3, 1972, see? Now let's walk all the way back to the day you were born, when you were a little baby, and mark your name right on that day."

After we had written in his birthday, we walked slowly up the line again, talking about how he was a little baby back then and how he grew bigger. We stopped at each birthday to talk about what he could do when he was that big. We got back to today's date, then walked on until we came to his next birthday, "when you'll be six."

Off and on as children were interested in walking the line they added their birthday. Johnny walked a long way before he came to Peter's birthday. ("Peter isn't as old as you are, Johnny — he's only three. He was born after you were.")

Christmas, Chanukah, Halloween, the day we're going on our picnic, can all be written on the time line so the children can watch the progress of the line toward future plans.

If the Fire Bell Rang . . .

Has every child and every adult in your center *today* experienced a fire drill? If the bell rang now, how long would it take to empty the building? Would everyone know where to go and how to get there? Would anyone know exactly which children and adults were in the building and which children might be off for a walk with a volunteer?

Every center, even a single family house or apartment where children are cared for, should have a fire drill plan. Here are some things to think about in making a plan:

- One adult for each group should be responsible at all times for knowing which children are in the building. Office and other staff should have specific responsibilities in a fire drill (perhaps be assigned to help in particular classrooms).
- A safe and specific place should be chosen for each group to go to after leaving the building. (Groups should be kept separate until attendance is checked.)
- Make sure that back gates in fenced areas are kept unlocked so that children could not be trapped inside the fenced area close to a burning building.
- Explain the fire drills matter-of-factly, without being alarming: "If we should have a fire, we have to know how to get out of the building quickly and all together, so we'll practice it." Don't joke about fires over the heads of the children during the drill. Tell them honestly there is no fire, that you're just practicing what to do if there were a fire.
- Announce and plan together the first few drills. Emphasize strongly that coats, hats, even prized possessions should be left inside. After the first few drills, have unannounced fire drills.
- Make sure that someone in the building is assigned to call the fire department, meet the fire truck and tell the men the exact location of the fire and if anyone is missing. (And have you ever thought about where a frightened child might hide in your room if you had to look for him in dense smoke?)
- Invite a fireman to visit with the children, observe your fire drill and tell everybody — children and staff — what was good about it and what you could do better.

Home Approach Works in Appalachia

Televised lessons, home visits by a trained paraprofessional and a mobile classroom are all vital parts of a home-oriented approach program developed for rural 3- to 5-year-olds by the Appalachian Educational Laboratory in Charleston, W.Va.

Children and their parents watch a 30-minute televised lesson five days a week. A home visitor calls at each home once a week for about half an hour to acquaint both mother and child with the upcoming lessons on TV and the accompanying special materials. Once a week the mobile classroom stops in each small community, and a dozen or so children have a chance to interact with other children in a classroom-type setting. All three aspects of the program are carefully meshed.

Field Tests Encouraging

Encouraging results of three years of field testing with 450 children in West Virginia indicate that this program is an effective way to reach rural preschoolers of Appalachia, and might be adapted for use in any rural area in the nation. It may also be practical for city school systems where kindergarten space is short but television is available.

A summary report of the 1969-70 field test, *Evaluation Report: Early Childhood Education Program* is available from EDRS (ED 052 837, 30p.). Also available through EDRS (look in *RIE*) is a series of technical reports on individual phases of the program. Additional information can be obtained from the Division of Research and Evaluation, Appalachia Educational Laboratory, Charleston, W.Va. 25325.

Ain'ts and Mouses Aren't All Bad

Don't worry if the preschool and primary age children in your classroom say things like "I seen it yesterday," or "I ain't going to the library."

These children are showing progress in language development, according to Nancy Lou Quisenberry of Southern Illinois University. They are using *appropriate* language for their families and social groups, and have already acquired clearly established language patterns.

The teacher can help most, she says, by providing many opportunities for these children to hear and use standard English — via listening tapes, records, storytelling, reading, games, etc. — rather than concentrating on workbook drills.

Over-use of grammatical rules is observed in children at all age levels. (When a child says "mouses" or

"comed" or "maked" he is applying the rules of English that he knows: plurals are made by adding s, past tense by adding ed.) He hasn't yet been able to assimilate irregular rules.

Classroom teachers should recognize this pattern as part of natural language growth and simply see that children are exposed to the accepted form many times in many different ways.

The Quisenberry paper, *A New Look at Children's Language* (9p.), is available through ERIC (ED 063 022).

Don't Get Hooked On Excitement Cautions Katz

"Keep it fun! Make it exciting for both you and the children!"

This "reminder" to teachers posted on the bulletin board at a preschool she visited recently prompted a vigorous reaction from Dr. Lilian Katz, director of ERIC/ECE.

"It seems to me that this constant injunction to keep children excited is representative of a common and widespread confusion between education and excitement," says Dr. Katz.

One way of thinking about this confusion, she suggests, is to picture that hypothetically, at least, most children function at a fairly even level of activity and involvement — although this normal state of activity differs for different children depending upon their temperament and energy levels.

"Now, picture that we introduce into the environment of this hypothetical child an event which he experiences as exciting. At this point, his level of responsiveness goes up and we can say that he is 'excited' or 'turned on.'

"Since by definition excitement is an extraordinary level of responsiveness or arousal, this high level cannot be maintained for any length of time without becoming, in turn, the new ordinary level. So the excitement begins to wear off."

Dr. Katz goes on to say that she has a hunch that "as the excitement subsides, children may fall *below* their own normal level of responsiveness." She hypothesizes that in this period children may become apathetic, may withdraw from interaction completely, or appear to be overtired or satiated.

"Possibly, given sufficient rest from the exciting environment, children spontaneously recover their own normal level of responsiveness," she says.

"But when teachers feel compelled to make the activities exciting and fun, the possibility emerges that constant [illegible] excitement teaches children to depend upon repeated 'doses' [illegible] to them in their classrooms. And the teacher who feels pressured to keep her children excited perhaps will have to hand out a stronger 'dose' next time. If this hypothesis is valid at all, then teachers and their pupils could quickly become locked into an exhausting pattern of activity and relationships."

Dr. Katz cautions that this pattern of adult-induced excitement may, in addition, rob the children of the opportunity to develop their own capacities for generating interesting, productive or stimulating activities on their own. In other words, she says, they may acquire an increasing need to be entertained by others.

Teachers Affected Too

There are implications for teachers as well as children in this excitement approach, according to Dr. Katz.

"It seems to me that this approach encourages teachers to develop collections of activities which are not much more than cheap and superficial gimmicks," she says. "In so many classrooms for young children I see the products of one-time, one-shot activities displayed on bulletin boards and shelves. These activities may have been fun and exciting at the time, and they surely have their place and occasion in any program.

"But one of the things I look for as an important indication of good quality in a program for young children is evidence of work and/or play *which invites or requires the children's sustained interest and involvement.* Activities which require some planning, some problem solving or some construction at a developmentally appropriate level indicate to me that education, rather than just excitement, is offered by the program."

To illustrate her point, Dr. Katz describes some of the activities she saw one morning in a crowded nursery school for 3- to 5-year-old children:

- A small group of children who had started playing doctor and nurse one day (with dressup outfits) had added a hospital bed, several doctor's "instruments" and doll patients. They made a burlap stretcher and constructed an ambulance large enough for two children to sit in the driver's cabin (complete with old steering wheel), and for one or two children to attend the "patients" in the back. This activity had developed over a period of a few weeks.
- Another complex activity centered around a cement truck the children had constructed from old lumber. The truck was large enough for four children to "ride" in, climb in and out of and deliver sacks of "cement" to other children who were building a structure (big enough to enter) of egg cartons.
- Several children were adding details to row houses they had made from small cartons. The houses reflected the typical construction of their own neighborhoods, and some included windows, doors, chimneys and furniture. Some children had even added trays of dirt as "front gardens," with paper trees and a popsicle stick swing set.

The children working on these and other projects did not seem to be "excited." They did seem to be deeply involved and interested in reconstructing salient aspects of their own experiences and environments.

Dr. Katz underscores the fact that she is not recommending that teachers provide children with "practice" in boredom.

"Far from it! All children inevitably get plenty of practice at coping with boredom. To provide such practice as a matter of deliberate policy would be sadistic!

"Unfortunately, it is difficult to convince teachers that they don't have to choose between the two extremes of excitement and boredom. Sustained interest and involvement — with occasional high and low moments in terms of pleasure and satisfaction — are qualitatively different from the extremes."

Reflects Wider Problem

Like many other problems in education, this excitement/education confusion reflects a pervasive problem in the wider culture and society, Dr. Katz points out. "We seem to live in an excitement-oriented culture. Note how often you hear this descriptor in advertising pitches and in ordinary daily conversations."

She feels that to a large extent, strategies for educational change, reform and innovation are also aimed at getting decision makers as well as practitioners excited about new ideas, programs and materials. Change agents in the field of education try to drum up excitement in order to get teachers to adopt new practices.

"My hunch is that this hard selling (or over selling) is followed by disillusionment and mistrust among would-be adopters. It sometimes seems that in order to overcome the disillusionment the change agents make bigger and bigger promises and omit more and more precautions."

Dr. Katz suggests that interesting examples of this phenomenon can be seen in the current enthusiasm for "open" or informal education. Although a strong proponent of open education, she feels that many of the spectacular success stories offered in various journals and periodicals are misleading, because they extol the exciting aspects of the projects or programs and fail to offer precautions.

"Articles like these seem to me to give educational reform and innovation a sort of 'soap opera' quality, and I think they are misleading. They remind me of the television series about doctors who are depicted as living from one peak experience to another. Yet, the health of a community is maintained by the physician who gives endless vaccinations and looks at sore throats week after week."

Dr. Katz concludes: "In other words, I'm suggesting that educators of young children are often both the perpetrators and the victims of a culture-wide confusion between excitement and learning. I'm suggesting that when we continually introduce children to exciting activities we teach them to expect to be excited — and at the same time we cheat them of the opportunity to gain satisfaction from sustained involvement.

"The real challenge to teachers, as I see it, is to develop activities which the children can find satisfying over a long period of time — the kind of activities which require genuine and appropriate problem solving, mastery of the difficult, concentration, and even a little routine."

Dr. Katz' paper, *Notes on the Distinction between Education and Excitement* (#1300-43) is available for 55¢ from the University of Illinois Curriculum Lab and through EDRS (ED 076 263, 14p.).

When Will Children Lie to Help Peers?

Why does a child lie? Often for selfish reasons — to reduce anxiety if he expects to be punished or to satisfy a need for approval.

But sometimes a child lies for altruistic reasons — to help another person without any expectation of reward or benefit for himself.

The extent to which children (56 eight- and 12-year-old boys) were willing to engage in altruistic lying to help a peer was explored in a study, *Effects of Age and Prior Help on "Altruistic Lying,"* by Esther R. Greenglass (ED 056 774, 71p.).

The study investigated such questions as: What makes a child willing to lie in order to help a peer avoid possible punishment? Would a child be more likely to lie for a peer who had previously given him help? Would a 12-year-old be more likely to lie for a peer (when asked to) than an 8-year-old would?

Among the findings: the older boys were more willing to lie for a peer who previously helped them than 8-year-olds were; and after receiving help from a peer, 12-year-olds were more likely to lie for him than they were to tell the truth. Eight-year olds were "less willing to violate the norm of honesty in order to repay the confederate for his earlier assistance." No differences in lying behavior were found between the 8-year-olds and the 12-year-olds after they had been refused help by the peer. A substantially large proportion of boys in both age groups lied for a confederate in this "refused help" condition.

How Can You Help Preschool "Loners"?

Sally is the loner in her Head Start classroom. Every morning she picks out a stack of puzzles or small blocks and heads for the corner of the room behind the bookcase. She's always by herself, and rarely talks to anyone, even when you make a special point of drawing her into small group activities.

How can you help her — and other shy, reserved preschoolers like her — learn to enjoy playing with her classmates?

One apparently successful method is described in a study, *Use of the Peer Group in the Socialization of the Isolate Child*, by Cathryn A. Levison of the University of Chicago (ED 054 858, 10p.).

Previous studies had shown that the child who spontaneously gives to others — whether it be toys, food, smiles or praise — tends to receive similar rewards in return. In contrast, the isolate child, who lacks the skills to reward his peers, rarely receives any social reinforcement from them.

In this study, isolate children (chosen on the basis of amount and quality of verbal behavior and amount and quality of play in the classroom) are paired with outgoing, gregarious classmates in daily 15-minute play sessions offering maximum opportunity for dramatic play. The dyad sessions are held in a separate room.

As the result of continued play sessions, the quantity of cooperative play during the classroom free-play period gradually increased and remained high and stable.

According to the author, ongoing work with isolate children in Head Start classrooms has indicated that as the child receives positive reinforcement from his peers, his classroom behavior changes, and increases occur in both verbal interactions with others and in cooperative play.

It is possible for *any* teacher to restructure the subgroups in the classroom so that isolate children can receive more attention from their classmates, the author concludes.

Are Your Classes Tuned to Adjusters?

He's walking into the classroom now, one of your favorite students. He always follows directions exactly as you give them and studies what you tell him in the way you prescribe. He's always concerned with behaving the "right way" and sometimes seems a little upset when he sees other students giving you trouble. You frequently let him know

that you appreciate his cooperation, since you make it a point to reward your pupils for doing what they are told.

Does this teaching parallel yours? If so, Stephen Harlow, educator at the University of North Dakota, would accuse you of teaching to produce "adjusters," not free, self-directed, socially-sensitive individuals who can strengthen our democratic society.

In a paper titled *Freedom in the Classroom* (ED 056 746, 23p.), Dr. Harlow points out that a child cannot learn how to use freedom if he is never given a chance to make significant choices. But in helping children learn to be self-directing, the teacher must realize that children relate differently to the classroom environment. One type of child may be an "adjuster," another a "survivor" or an "encounterer."

The survivor attempts to minimize change at all cost, and his behavior is rigid and frequently inappropriate. The adjuster, while freer and less rigid, still does not direct his own life and is not open to ideas within himself. Only the encounterer accepts change, lives easily with uncertainty, and has the ability to work for long range goals without immediate rewards. While his independence and creativity often prevent him from being the best learner, he has the greatest freedom and exhibits the most social sensitivity.

Dr. Harlow takes issue with John Holt's position that the child will automatically become free when put in a free classroom environment and he sees the teacher not as an option in the classroom but as "an active human being sharing his perspective with each student, bringing out the talents and promise of the child, while challenging him to encounter new horizons."

Survival to Maturity: A Teacher's Progress

"Can I get through this day in one piece? Can I really do this kind of work day after day? Will my colleagues accept me?

New preschool teachers ask these kinds of questions in their "survival stage," according to Dr. Lilian Katz, director of ERIC/ECE. In a short paper titled *Developmental Stages of Preschool Teachers*, she suggests that preschool teachers go through four developmental stages in their professional growth and have different training needs in each stage.

During *Stage I* (Survival), the teacher needs reassurance, guidance and help in developing insights into behaviors as well as specific skills. Training should be provided in the teacher's own classroom. (Dr. Katz points out that the traditional sources in education do not provide much help in solving early survival problems.)

By the end of the first year, the teacher begins to move into *Stage II* (Consolidation). Having acquired a baseline of information about what young children are like, she now begins to focus on individual children and situations. Onsite training continues to be valuable, but she also needs to use a wider range of resources, exchanging ideas and information with more experienced colleagues, and other specialists.

Stage III (Renewal) is usually reached during the third or fourth year of teaching. The teacher begins to tire of doing the same things the same ways, and wants to investigate new materials, techniques and ideas. Training at this stage should allow ample opportunity for participation in conferences and workshops and visits to other classes, programs and demonstration projects.

The teacher who has reached *Stage IV* (Maturity) has come to terms with herself as a teacher and has enough perspective to explore abstract questions concerning the nature of growth and learning, the relationship of schools and societies, etc. She should have a chance to read widely, participate in seminars, and possibly work toward an advanced degree.

Four dimensions of training for preschool teaching are outlined in Dr. Katz' paper: (1) developmental stages of the teacher, (2) training needs of each stage, (3) location of the training, and (4) timing of training.

Dr. Katz' paper, *Developmental Stages of Preschool Teachers*, can be ordered from the University of Illinois Curriculum Laboratory (#1300-30) for 25¢ or through EDRS (ED 057 922, 11p.).

Teaching Bilinguals? Bernbaum Paper Offers Guidelines

Last summer you and your staff spent hours working out a special program for the Puerto Rican children in your Head Start classrooms. You thought the children would feel more comfortable and learn more quickly if they were taught in their language at first. And when classes began, you were pleased at how well the bilingual aides were able to work with the children.

It came as a blow when you found that many of the children's parents were not completely happy with the program.

"We send our children to Head Start to learn *English*," one mother finally told you.

So you had to backtrack. You began to see that some questions you hadn't thought very much about needed to be answered before you could decide what kind of a program would work best in your community.

Some of the major factors to be considered in establishing curriculum and goals for preschool bilingual programs are outlined in a paper, *Early Childhood Programs for Non-English Speaking Children* (ED 054 872, 70p.), prepared by Marcia Bernbaum under a grant from Head Start/OCD. The following questions suggested in the paper are based on bilingual preschool program reports:

- *Community:* Is it stable linguistically, or in the process of changing? (In a Mexican-American border community on the Rio Grande, English is the language used at work and Spanish is spoken at home and in social situations. However, in linguistically changing Spanish Harlem in New York City, many Puerto Rican immigrants are eager to become part of the American culture as soon as possible.)
- *Desires of parents:* Do they want their children to quickly become part of the Anglo culture, or would they prefer that their children maintain a bilingual/bicultural outlook?
- *Composition of the class:* Are all children non-English speaking, or do some speak English fluently while others

have little or no facility in any language?

- *Teachers:* Are they bilingual? If not, will there be a bilingual aide in the classroom?
- *Future education:* Will children be going to an elementary school where only English is spoken, or will they remain in a bilingual/bicultural atmosphere?

Once you've embarked on a program to teach non-English speaking children, these points should be remembered, according to Bernbaum:

- It is recommended that a young child entering school be exposed to his native language until he becomes accustomed to the classroom atmosphere. English can then be introduced.
- The child should always be encouraged to feel that his own language is valued and appreciated — whether or not the curriculum has a bicultural orientation.
- If a concept is to be presented in English, it is helpful to present it in the child's dominant language earlier the same day.
- It is easier for a child to learn two languages when the languages are consistently presented in two separate contexts. (It may be helpful to have a specific classroom time and place for each language.)
- Teachers should develop an understanding of phonemic, grammatical and semantic differences between the child's native language and the English language.

Summarizes Research

The new paper also summarizes research relating to bilingual preschool programs, describes existing models for bilingual preschool programs (citing references to additional sources of information), and lists recommended teacher-administrator handbooks and useful materials for teachers.

In describing the model bilingual programs, the author classifies them according to composition of the classes (whether all non-English speaking or not) and according to approach.

There's No Place Like Home — For Kids to Learn!

Mrs. Johnson was reading to her son Bubba and — as the home visitor had suggested — was also asking him a few questions about the pictures in the storybook. The home visitor suddenly became aware that Mrs. Johnson's attention was beginning to wander from Bubba and the book to the stove.

"I guess you're pretty busy," she commented. When Mrs. Johnson said she'd have to peel the potatoes soon or there wouldn't be any dinner, the home visitor offered to show her how she could teach Bubba about different sizes, colors and textures as she peeled the potatoes.

This informal way of helping mothers learn how to teach their preschoolers at home (as described in DARCEE's *A Guide for Home Visitors*) is a basic approach of the OCD-sponsored Home Start program now underway.

Like Head Start, the new program will provide comprehensive services for young children three to six years of age, coordinating community health, nutritional, psychological and social resources so they will be available as needed. But in contrast to Head Start, which views parent involvement as just *one* way of helping the child, the Home Start program aims at "involving parents as the *major* means of helping the child." It is essentially home-based rather than center-based.

In helping "to develop and expand the role of parents as their children's first and most influential teachers," each of the 15 demonstration Home Start programs must (according to OCD guidelines) provide an opportunity for parents to learn about:

- Approaches to childrearing.
- Ways to use ordinary elements in the child's environment (such as household articles, television, visits to grocery stores, etc.) as teaching tools, and to turn everyday experiences into learning experiences for the child.
- Ways to encourage children's language, social and emotional development.
- Ways to promote good nutrition and health.
- Various resources in the community and how to use them.

Each individual program is free to approach the Home Start objectives in its own way. One program, for instance, might prefer home visitors who work with both parent and child. Another might have home visitors who work primarily with the parent or with groups of parents in the home. A third might combine a home visiting program with periodic group experiences for children or daily watching of such TV programs as *Sesame Street* or *Around the Bend*.

But whatever the educational approach of a Home Start center, some of its program components will undoubtedly be based upon one or more of the successful home-based programs already in existence. Some of the best known of these are the Demonstration and Research Center for Early Education (DARCEE), the Florida Parent Educator Program, the Perry Preschool in Ypsilanti and the Mother-Child Home Program in Long Island. Among other programs which will provide ideas are those directed by Bettye Caldwell, Earl Schaefer, Glen Nimnicht, and Merle Karnes.

Nothing New for DARCEE

Home visiting has been part of the DARCEE program (at Peabody College in Nashville, Tenn.) for more than ten years. First used in conjunction with a summer program for disadvantaged 3½-year-olds, the home visits were originally intended to act as a bridge from one summer program to the next.

An unexpected result of this program (uncovered in followup testing) was that younger siblings of the children who took part showed substantially higher IQs than younger siblings of children in control groups without the home visit aspect. This finding led directly to a larger project in which a deliberate attempt was made to separate out the possible diffusion effects of a home visiting program from those of the group-centered program.

Three different groups of children were involved in this study:

- Group I children attended preschool daily, but their parents were seldom involved.
- Group II children also attended preschool daily, but in addition, their

mothers participated weekly in training experiences at the preschool, eventually acting as teacher assistants.

- Group III children did not attend preschool, but a home visitor came weekly to their home.

Results of this longitudinal study showed that IQs of the group in which both mothers and children were involved have remained relatively stable through second grade, while IQs have declined in the group in which children attended preschool but mothers were not involved. The additional involvement of the mother of a child who attended the preschool did not increase that target child's performance on the usual intelligence tests. But the performance of younger siblings of this group — and also of the group in which *only home visits were made* — was superior to the group which had no mother involvement.

Since the highly economical "home visit only" approach seemed just as effective for the younger siblings as the approach which involved both mother and older target child, new projects were begun at DARCEE in which the mothers from the earlier study were trained to become home visitors themselves. Later these same mothers were trained to work as trainers of other home visitors.

A recent study by Christopher R. Barbrack and Della M. Horton contrasts the relative effectiveness of three home visiting projects: 1) The first group of families was visited by a professionally trained teacher; 2) the second group by paraprofessional home visitors supervised by professionals; the third group by paraprofessional home visitors supervised by other paraprofessionals.

All three groups of children in the study tested higher than a comparison group which had not received home visits. And all three home visiting programs seemed to have resulted in improving the mothers' teaching style (mothers became more specific and more positive in teaching their children).

But the surprising finding was that the third group of children (visited by mothers who had been trained by paraprofessionals) had test scores just as high and in some cases higher than the other two groups.

The cost/benefit advantage of this approach should be of interest to Home Start and other projects which focus on parents.

The Barbrack-Horton study is described in *Educational Intervention in the Home and Paraprofessional Career Development: A Second Generation Mother Study with an Emphasis on Costs and Benefits*, available from EDRS (ED 052 814, 45p.) or from DARCEE. *A Guide for Home Visitors*, which provides practical information for persons who are in training themselves — or training others to be home visitors — is available through EDRS (ED 055 644, 197p.). (For a complete list of DARCEE publications, write to the Information Office, Peabody College, Box 151, Nashville, Tenn. 37203.)

Backyard Learning in Florida

"Backyard centers" played a key role in a program recently developed at the University of Florida by Ira Gordon and his staff.

An outgrowth of earlier programs in which disadvantaged women were trained as parent educators, this program combined home visiting with additional small group instruction for 2- and 3-year-olds in the homes (or "backyards") of mothers in the project.

Each child spent four hours a week with five or six other children in two separate sessions at the backyard center. Centers were located as close as possible to the population distribution of the children so that little transportation was required.

Trained Mothers Direct Centers

Trained paraprofessionals called Home Learning Center Directors were in charge of the centers, and mothers in whose homes the children gathered were employed as the directors' helpers.

Each director's weekly workload consisted of four days with the children, home visits once a week to families of her center children (to teach mothers home activities to complement and supplement center activities). She also took part once a week in an inservice session which included giving suggestions and providing feedback from mothers on curriculum materials. (Since early childhood educators and graduate assistants were not always able to come up with home tasks that both mothers and children found interesting, home learning center directors and mothers played an important role in developing curriculum materials.)

A complete description of the program titled, *A Home Learning Center Approach to Early Stimulation*, is available through *RIE* (ED 056 760, 66p.). This approach to working with parents might be useful for Parent and Child Centers and as a possible model for at least the educational component of family day care as well as for Home Start.

Teachers Make Home Visits

A home teaching program was an important part of the Ypsilanti, Mich. Perry Preschool Project begun in 1962 under direction of David Weikart.

Teachers visited the homes of children in their preschool classes to involve their mothers in the educational process and augment school activities on a one-to-one basis. Each teacher would bring materials she felt were appropriate to the skills and concepts being concentrated on at school. She might take puppets, clay, art materials, or material prepared for teaching classification — always a number of choices so that if the child weren't interested in a particular activity that day, something else would be available to teach him the same concept.

After working with the child for an hour or so the teacher would talk informally to the mother, perhaps about inexpensive but good books and toys, or how to use positive reinforcement to encourage desired behavior. If crayons or clay were used in the session, she would leave some behind and encourage the mother to make a place for the child to keep and use them.

A number of reports on this program are available through the ERIC system.

Toys Get Them Talking

In the Mother-Child Home Program (Nassau County, Long Island), verbally-slanted play is focused around toys and books which are left with the child each week. (The child gets to keep the toys permanently.)

A professional staff trains and supervises paraprofessional women called "toy demonstrators" who visit a mother and her two-year-old child together in their home twice a week. By playing with the child, the toy demonstrator shows the mother how to use particular toys and books to encourage the child to want to talk and ask questions. The mother is drawn into each session and is encouraged to assume an increasing amount of responsibility so that she can

eventually take over the sessions completely.

Each year since 1965, the program children have made impressive cognitive gains. "We believe we've seen it demonstrated through our research," says director Phyllis Levenstein, "that if a mother knows of the importance of verbal interaction to her child and is shown how to encourage it, she will make the choice of encouraging it no matter how burdened she is . . ."

For more information on these and other programs based on the home-learning approach, see *Mother-Child Home Learning Programs: An Abstract Bibliography,* compiled by Norma Howard. Available through EDRS (ED 060 962, 47p.) and from the University of Illinois Curriculum Lab (#1300 -21) for 80¢.

Valuable Collection Of Day Care Info

Whether you're new to the day care field or consider yourself an old pro, you'll find up-to-date, useful information in *Day Care: Resources for Decisions,* edited by Dr. Edith H. Grotberg under a grant from the Office of Economic Opportunity.

Experts on various aspects of day care have contributed essays to this 498-page anthology. The book is divided into six main sections: orientation to day care, programs for children, adult involvement, program supports, staff training and delivery systems, and evaluation of day care centers.

Available for $4.00 (plus 50¢ for postage and handling) from the Day Care and Child Development Council of America, 1401 K Street, N.W., Washington, D.C. 20005, and through EDRS (ED 050 307, 494p.).

We may be prejudiced, but we feel that one of the best ways to keep up with what's new in education is to make a habit of reading *Research in Education* (*RIE*) and *Current Index to Journals in Education* (*CIJE*). These two monthly journals are keys to the ERIC system and are available in many libraries.

When Children Ask, How Do You Answer?

Do nursery school teachers make the most of their children's information-seeking questions? Do they often try to help the child find his own answer by asking an open-ended question in response? Or are they much more likely to give a simple, direct answer and assume this satisfies the child?

Dorothy Haupt, in *Relationships Between Children's Questions and Nursery School Teachers' Responses* (ED 046 507, 29p.), examines the teaching and learning processes set in motion when four-year-old children question their teachers. She finds that teachers need to "increase their skill in helping children learn how to learn by helping them pose relevant questions in a more orderly sequence."

Twenty-six children (13 girls and 13 boys) and eight teachers in two urban nursery schools were observed in different program areas at various points of the day. Verbatim recordings of each child-teacher-child sequence were made and coded to permit a systematic comparison of the form, function and content of the children's questions and the teachers' responses.

According to the author, there is a fine distinction to be drawn between children's questions demanding clear-cut immediate answers and those inviting shared exploration of ideas and past experiences. Teachers need to take time to listen for cues as to what a child's question really means.

Not Too Little, Not Too Much

"To adopt a pattern of responding immediately to a question, depending fully on the child to continue to probe for information or clarification, is to threaten his use of questions as a tool for clarifying, testing, and building up his store of knowledge and understanding about himself and the world he lives in," she writes. "To respond with an answer that is beyond his reasoning abilities or to expect him to translate a cryptic or incomplete answer . . . is to deny questioning as a valued approach to problem solving."

Described in the study are interesting correlations of sex with both the kinds of questions asked and the teachers' responses. Findings support previous investigations establishing boys' interest in phenomena of the physical world, but challenge the idea that girls are preoccupied with issues of the social world.

First Kids Learn, Then They Laugh

How do children develop a sense of humor? What makes peek-a-boo so fascinating to a 1-year-old, name calling and toilet talk so hilarious to a nursery schooler, puns and riddles so intriguing to a second grader?

The relationship of children's humor to their intellectual growth is examined in a brief paper titled, *To Laugh Is to Know: A Discussion of the Cognitive Element in Children's Humor,* by Libby Byers of Sonoma State College, Calif. (ED 051 879, 11p.).

The paper lists these cognitive elements as essential to children's humor:

An ability to grasp the nature of an incongruity. (Such as a reversal of roles — mother being fed by a baby, or of sizes — small boy in front of a mountain of ice cream.)

Intellectual challenge. ("Getting the joke" appears to be a major source of satisfaction — jokes that make no demands on children's comprehension aren't considered very funny.)

Novelty. (After the third telling, the joke fizzles.)

Timing. (Most satisfying is a period of expectation followed by a sudden surprising solution. A labored explanation dulls the humor.)

A degree of detachment. (If a child identified with the old woman who swallowed the fly, the song would no longer be funny!)

Miss Byers also briefly discusses humor as an instructional technique, citing Sesame Street as an example of using humor to teach academic skills and logical operations.

How Much Do You Know about ERIC?

ERIC (Educational Resources Information Center) is a national information system supported by the National Institute of Education. ERIC is composed of 17 Clearinghouses, each one focusing on a particular area of interest.

ERIC/ECE is the acronym for the Early Childhood Education Clearinghouse, 805 W. Pennsylvania, Urbana, Illinois 61801.

ERIC/ECE collects and evaluates documents on early childhood education and development, including research studies, program reviews, curriculum guides, and position papers. These documents are abstracted in a monthly journal, *Research in Education* (*RIE*), available in many libraries or by subscription. The complete documents may be ordered in microfilm or xerographic form. Journal articles are annotated and cited in a separate monthly journal, *Current Index to Journals in Education* (*CIJE*).

In addition to the ERIC/ECE *Newsletter*, the Clearinghouse also prepares bibliographies and papers on topics in early childhood.

Complete List Of ERIC Clearinghouses

Here is the complete list of ERIC Clearinghouses. We recommend that you write to those you think might have material relevant to your needs, and indicate your interest in receiving their newsletters and publications lists.

CAREER EDUCATION

Northern Illinois University
DeKalb, Illinois 60115

COUNSELING & PERSONNEL SERVICES

611 Church St.
Ann Arbor, Michigan 48104

THE DISADVANTAGED

Teachers College, Box 40
Columbia University
New York, New York 10027

EARLY CHILDHOOD EDUCATION

University of Illinois
805 West Pennsylvania
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION MANAGEMENT

University of Oregon
Library -- South Wing
Eugene, Oregon 97403

EDUCATIONAL MEDIA & TECHNOLOGY

Institute for Communication Research
Stanford University
Stanford, California 94305

HANDICAPPED AND GIFTED

Council for Exceptional Children
1411 S. Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202

HIGHER EDUCATION

George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036

JUNIOR COLLEGES

University of California
405 Hilgard Avenue
Los Angeles, California 90024

LANGUAGES & LINGUISTICS

Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

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American Society for Information Sciences
1140 Connecticut Avenue, N.W. Suite 804
Washington, D.C. 20036

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Urbana, Illinois 61801

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Box 3AP
Las Cruces, New Mexico 88003

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Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

Social Science Building
University of Colorado
970 Aurora Avenue
Boulder, Colorado 80302

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One Dupont Circle, Suite 616
Washington, D.C. 20036

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Ordering From Curriculum Lab

Several papers mentioned in this publication can be ordered from the University of Illinois Curriculum Laboratory, 1210 West Springfield, Urbana, Ill. 61801. Make check payable to the University of Illinois and include catalog number for each publication. Minimum order accepted: $.50. (If publication costs less than this, the charge will still have to be $.50). A check or money order must accompany all orders under $5.00. Orders over $5.00 can be prepaid, but if you prefer to be billed, wait for an invoice from the University of Illinois before paying for the materials. Prices include postage and handling.

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